

**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
CERTIFICATION REQUIREMENTS FOR
VOCATIONAL STUDENT SERVICES**

VOCATIONAL EVALUATOR – SECONDARY/POSTSECONDARY AND ADULT

I. FIVE (5)-YEAR CERTIFICATE (NON-RENEWABLE):

- A. The applicant must have secured a teaching position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification and/or renewal for the applicant;
- B. Degree Required: Master's with an emphasis in Vocational Evaluation, Counseling, or a closely related area.

OR

Bachelor's in rehabilitation services with an emphasis in Vocational Evaluation.

II. TEN (10)-YEAR CERTIFICATE (RENEWABLE):

- A. The applicant must have secured a teaching position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification and/or renewal for the applicant;
- B. Degree Required: Master's with an emphasis in Vocational Evaluation, Counseling, or a closely related area.

OR

Bachelor's in rehabilitation services with an emphasis in Vocational Evaluation.

AND

Twenty-four (24) months of full-time employment as a Vocational Evaluator.

C. COURSE WORK:

- 1. Standardized Testing.
- 2. Occupational Information or Job Analysis.
- 3. Two (2) courses with a primary focus in at least one (1) of the following content areas:
 - a. Philosophy and Process of Vocational Evaluation and Assessment;
 - b. Individualized Vocational Evaluation Planning;
 - c. Vocational Evaluation Report Development and Communication;
 - d. Work Samples and Systems;
 - e. Situational and Community-Based Assessment;
 - f. Behavioral Observation;
 - g. Functional Aspects of Disability;
 - h. Vocational Interviewing;
 - i. Assessment of Learning;
 - j. Functional Skills and Assessment; and/or
 - k. Modifications and Accommodations.

- NOTES:**
- 1. Use the application for Missouri Vocational Certificate to apply for a Vocational Evaluator Certificate.
 - 2. The application must be filled out completely and accompanied by transcripts showing degrees earned and course work.
 - 3. Requests for certification should be sent to the Department of Elementary and Secondary Education, Vocational Certification, P.O. Box 480, Jefferson City, Missouri 65102.

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CONTENT AREAS

Standardized Testing

Course work on standardized testing (previously referred to as psychometric testing) provides an orientation to testing and measurement principles such as norms, reliability and validity. Content would encompass the use of standardized tests of achievement (e.g., reading and math), aptitudes (e.g., intelligence, dexterity), and spatial, mechanical or clerical skills. Acceptable courses might have titles such as Psychological (or Educational) Tests and Measurements, Rehabilitation Assessment (or Evaluation), Measurement and Evaluation in Rehabilitation, or Individual Appraisal. However, the course specifically geared to the use of standardized commercial work samples or vocational evaluation systems would not qualify.

Occupational Information

In rehabilitation curricula, occupational information is often combined with job analysis and/or placement course content. Titles used may include Job (or Occupational) Analysis and Placement, Occupational Resources and Disability, and World of Work Resources. In educational curricula, it is often found in courses with titles that emphasize career education, career development and career exploration. However, the course content should reflect the areas required under Occupational Information, Essential Knowledge and Performance Area as described in Section 5.

Job Analysis

Information in the area of job analysis is often included in courses that also cover occupational information and/or placement techniques. However, course content related to job analysis deals with how to collect detailed information required in books such as A Guide to Job Analysis (U.S. Department of Labor). Job analysis can be found in courses in rehabilitation and education (e.g. some vocational education courses), industrial engineering, and human resource development curricula. Acceptable content must relate directly to conducting job analyses and not simply to general occupational information or placement strategies.

Philosophy and Process of Vocational Evaluation and Assessment

Information related to vocational evaluation process and philosophy is most often found in overview courses offered through rehabilitation counseling, evaluation, placement, rehabilitation services, and education programs (e.g., vocational education, special education, special needs, educational counseling, and guidance). Acceptable course titles reflecting this content include, but are not limited to: Introduction to Vocational Evaluation (or Evaluation Assessment), the Vocational Evaluation (or Evaluation Assessment) Process, and Overview to Vocational Evaluation (or Evaluation Assessment).

Individualized Vocational Evaluation Planning

Vocational evaluation planning is usually part of one (1) or more vocational evaluation or assessment courses and is rarely found in course work outside this field. Individuals are taught how to use information on evaluatees as part of the planning process for choosing appropriate instruments and techniques as well as determining the order of their application. Introductory or advanced courses may be used to teach the skill and practicums used to provide opportunities to apply and gain experience with the various instruments and techniques.

Report Development and Communication

Courses in this area address the skills needed to synthesize, analyze, and interpret data. In addition, techniques for sharing data with clients, their families, and professionals, with emphasis on writing vocational evaluation and assessment reports, staffing, counseling sessions, and expert testimony are covered. Introductory as well as advanced courses in vocational evaluation and assessment most often contain this subject matter. This would not include course work in writing psychological profiles or reports, case or progress notes, rehabilitation or education plans, social or family histories, or basic writing.

Work Samples and Systems

Courses dealing with work samples and work samples systems are rarely found outside of vocational evaluation and assessment curricula. Some courses on standardized testing within the rehabilitation field and some education programs may have a section on work samples and systems. However, these do not

normally provide sufficient coverage to be acceptable here. As with the other areas, work samples and systems may be taught in a lecture course and used in a practicum.

Situation Assessment

Although situational assessment procedures are usually taught as part of vocational evaluation and assessment courses; they can also be found in course work on supported employment and community-based assessment. Again, content may be divided among several courses, so the applicant must ensure that the desired information is documented in the titles, catalog descriptions or course syllabi.

Behavioral Observation

Course content in behavioral observation procedures should focus on behavioral notation and interpretation processes as well as other behavioral observation techniques (e.g., point sampling, time sampling). Rehabilitation, psychology, education and related human service curricula may teach behavioral observation as a complete course or part of one.

Functional Aspects of Disability

Courses in functional aspects provide information on the medical, psychological and/or psychosocial aspects of disabling conditions. Courses such as Medical Aspects of Disability, Psychological (or Psychosocial) Aspects of Disability, Functional Aspects of Disabling Conditions, Overview to Disabilities in Special Education, and Exceptionalities in Special Education could be used to meet this requirement.

Vocational Interviewing

Skills in vocational interviewing are often taught at the beginning of a counseling course, as a major part of facilitation course, or as the primary focus of an interviewing course. Content should cover interviewing purposes, techniques and forms, with attention given to vocational evaluation (or assessment) or an experience-based practicum with a lecture component. Content in this area is often covered under several different courses (e.g., lectures on interviewing in an introductory course and hands-on experience in a practicum).

Assessment of Learning

Basic knowledge of learning theories and their application through standardized tests and applied techniques (e.g., modifying instructional styles on work samples or during situational assessments) is the primary focus of this area. The information is often included as part of a course in education (e.g., educational psychology, special education, adult education, vocational education) or psychology. Course titles, catalogue descriptions, or course syllabi must reflect the nature and scope of content related to learning styles assessment procedures.

Functional Skills Assessment

There are a number of courses in rehabilitation, education, psychology and occupational or recreational therapy that address the basic functional skills needed to live and work as independently as possible. However, the focus here is on determining what a person currently has and needs. Evaluation and assessment are the key words that should describe the content of a course related to this Knowledge and Performance area. The standardized tests, scales, questionnaires and inventories, together with more situationally based techniques (e.g., interviews, observations), that are used to assess functional skills should be addressed in the course content to make it acceptable.

Modification and Accommodation

Course work on modification and accommodation techniques should focus on the modification, accommodation, accessibility or compensatory needs of individuals required to improve their functioning and independence in classrooms, job sites, activities of daily living, and independent living skills (e.g., consumer skills, memory, academics, recreation, transportation) and increase their physical activity. Courses in adaptive physical education, classroom accommodation, assistive technology, occupational and physical therapy, ergonomics, and rehabilitation engineering that specifically address the content of the Knowledge and Performance area will be considered for acceptance.

These descriptions are taken from the Standards and Procedures Manual for Certification in Vocational Evaluation, Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CC WAVES).